Government & Politics

Ways & Means

Speaking to the Alaska Association of School Administrators, Gov. Walter J. Hickel offered a novel suggestion this year for making state colleges more attractive to state residents.

Said Governor Hickel: "How about some simple magnet programs—perhaps something as obvious and inexpensive as a wrestling program at the University of Alaska? We all know how our village communities love basketball. But few can compete at the college level. But they also love wrestling, and they are good at it. And what's more, kids of any size can compete."

University officials said there has been no strong demand among students for wrestling programs.

■

California higher-education leaders, beleaguered by their state's dire financial situation, have discovered that sometimes they are thankful for a budget crisis. A bill that would require them to compile numerous reports on how they are assisting women and minority students is languishing because it would be too costly.

The Legislature's reluctance to adopt the bill for financial reasons allows college leaders to avoid a conflict with the bill's sponsor, the powerful Speaker of the Assembly, Willie L. Brown.

The law would require colleges to show what steps they are taking to meet previously established goals of having the student body of public colleges match the ethnic diversity of recent high-school graduates in the state. Institutions also would have to show what they were doing to insure that graduating seniors also reflected that diversity.

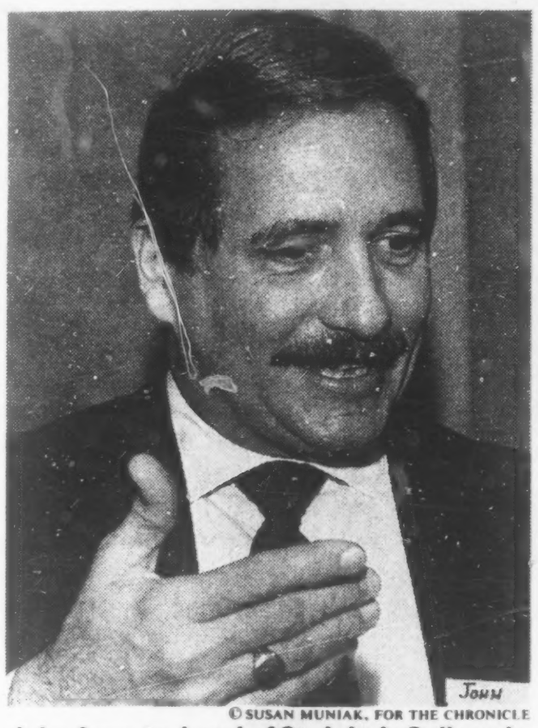
College officials said they agreed with the bill's goals, but had been put off by the estimate of state finance officials that it would cost them more than $35-million to comply with the bill's requirements.

■

The National Association for Biomedical Research, known for its lobbying in Congress and legislatures against restrictions on the use of animals in scientific research, is now lobbying Hollywood.

The concern is an episode of the NBC television show *Quantum Leap*, in which the lead character will assume the life of a research chimpanzee. The biomedical group fears the show will portray the use of animals in research as inhumane. It is urging its members to write the producers of the show, as well as its stars, Scott Bakula and Dean Stockwell, to remind them of "the critical part laboratory animals play in essential research."

A spokesman for the producers said they had received more than 500 letters, pro and con, but the only rewrites being made on the script are "to make a better story." The show, to be televised this fall, will not have a bias, he said. "It's not a platform for either side."



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John Agresto, head of St. John's College in New Mexico: "The more they said their opposition was scholarly and not political, the more they were shown to be liars."

DON HAMERMAN, FOR THE CHRONICLE

Phyllis Franklin, director of the MLA: "In the future it is possible that we may raise the question of comprehensive representation on the council."

UNIVERSITY OF ARIZONA

Annette Kolodny, dean of humanities at U. of Arizona: "They have to do it again if they feel there is a candidate whose credentials seem inadequate."

Scholars Who Helped Block Controversial NEH Appointment May Have Sacrificed More Than They Gained, Analysts Say

By STEPHEN BURD

WASHINGTON

The scholarly groups that successfully fought to defeat the nomination of Carol Iannone to the National Council on the Humanities may be the real losers in the battle, many political observers say.

Those observers—academics, writers, and politicians who followed the debate—say that those who challenged Ms. Iannone emerged with reputations as unreasonable ideologues. Though some of the observers say the reputation is unfair, they say it has substantially weakened the scholarly groups' ability to oppose future nominations to the council, the advisory board for the National Endowment on the Humanities, or to influence the endowment's policies.

Some leaders of the fight against Ms. Iannone, defend their actions and say their success has emboldened them to challenge future nominations to the council.

Those nominations may be coming soon. The White House is expected to name someone to a vacancy on the council within weeks, and a total of nine nominations are expected in the next year.

In July, by a vote of 9 to 8, the Senate Labor and Human Resources Committee killed the nomination of Ms. Iannone, a

Continued on Page A36

Senate Approves 3.6% Increase in Spending for Student Aid; NIH Would Get 6% More

By THOMAS J. DeLOUGHRY

WASHINGTON

The Senate last week approved an appropriations bill that would increase spending for student aid by 3.6 per cent in the 1992-93 academic year. It would also raise spending at the National Institutes of Health by 6 per cent.

Liberal Senators had hoped to bolster the $204-billion spending bill for education, health, and labor programs with $3-billion taken from the Pentagon's budget, but their attempt failed by a vote of 69 to 28. Instead, they were forced to settle for another amendment, which added $300-million to the spending levels the Senate Appropriations Committee had approved in July.

The $300-million amendment—sponsored by Sen. Tom Harkin, an Iowa Democrat, and Sen. Timothy E. Wirth, a Colorado Democrat—meant an additional $62-million for Supplemental Educational Opportunity Grants, $20-million for Trio programs for disadvantaged students, and $4-million for international education programs.

Helms Amendment Passed

Senators also approved an amendment sponsored by Sen. Jesse A. Helms, Republican of North Carolina, that would bar prisoners from receiving Pell Grants. Mr. Helms argued that convicted criminals should not receive educational assistance that many law-abiding citizens cannot receive. The Senate approved a similar amendment to the appropriations bill for the Commerce, State, and Justice Departments in July.

The Senate also approved amendments sponsored by Sen. Mark O. Hatfield, an Oregon Republican, that would redirect $40-million in building and administrative funds at the NIH to research. Senator Hatfield said that $34-million should be spent to increase research on Alzheimer's dis-

Continued on Page A35

Some California Colleges Say U.S. Crackdown on Loan Defaults Produces Unfair Penalties

By MARY CRYSTAL CAGE

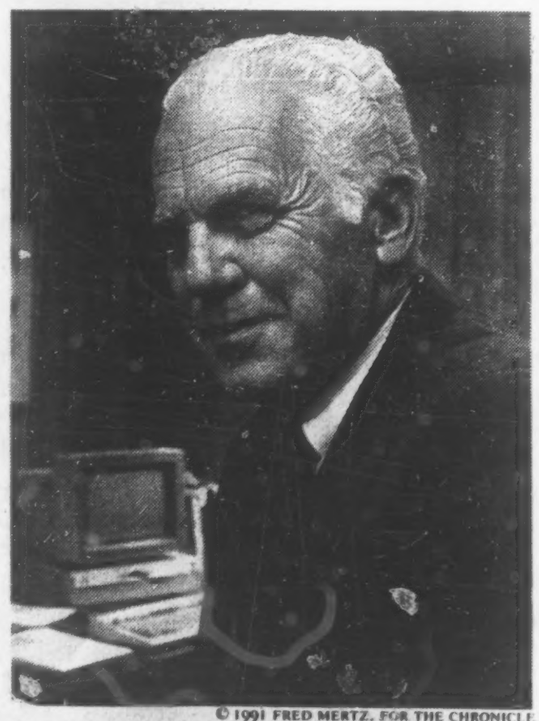
OAKLAND, CAL.

Of the 1.5 million students in California's community-college system, only 1 per cent participate in federal student-loan programs. And while the number of students who participate continues to decline, frustration with the way the Education Department handles student loans is growing.

The department—under Congressional pressure—is carrying out a series of measures to clamp down on participation in the loan programs, particularly by proprietary schools with high default rates. Other institutions with high default rates—such as historically black colleges and community colleges—say they are unfairly being tarred with the same brush.

They complain of expensive efforts to comply with cumbersome regulations and a slew of bad publicity. Community-college officials here say the situation in California is typical of the problems that nonprofit institutions face with defaults—

Continued on Page A33



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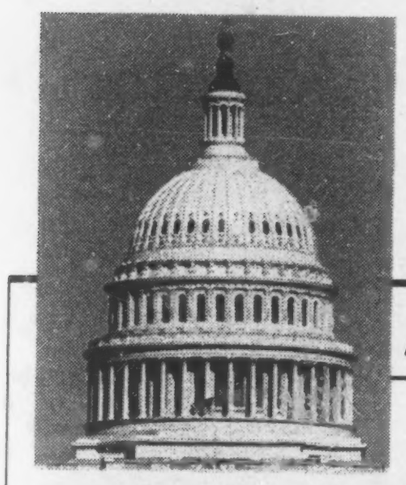
Robert Scannell, chancellor of the Peralta Community College District: "Our dilemma is that a seed has been planted that something is wrong here."



Appropriations Bill: Education Department

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House	Fiscal 1992 Approved by Senate
STUDENT ASSISTANCE				
Pell Grants	$5,374,282,000	$5,775,121,000	$5,450,000,000	$5,460,000,000
Supplemental Grants	520,155,000	346,945,000	570,000,000	632,000,000
College Work-Study	594,689,000	396,615,000	595,000,000	618,476,000
Income-contingent loans	4,880,000	10,000,000	5,000,000	4,880,000
State Student Incentive Grants	63,531,000	0	64,000,000	76,000,000
Perkins Loans	156,144,000	15,000,000	169,000,000	156,000,000
Stafford Student Loans	5,381,422,000	3,105,711,000	3,105,711,000	3,105,711,000
Paul Douglas Teacher Scholarships	14,639,000	14,639,000	15,000,000	15,000,000
GRADUATE SUPPORT				
Patricia Roberts Harris graduate fellowships	17,566,000	0*	17,600,000	17,600,000
Robert C. Byrd honors scholarships	9,271,000	9,271,000	9,271,000	9,642,000
Jacob K. Javits fellowships	7,807,000	0*	8,000,000	8,000,000
Patricia Roberts Harris public-service fellowships	3,198,000	0*	3,200,000	3,200,000
Minority participation graduate fellowships	5,953,000	0*	5,826,000	5,953,000
Areas of National Need fellowships	24,885,000	0*	30,000,000	25,000,000
INSTITUTIONAL ASSISTANCE				
Developing institutions Aid for historically black colleges	87,831,000	87,831,000	100,000,000	87,831,000
Endowment challenge grants	17,462,000	7,462,000	7,500,000	7,500,000
Institutional support	87,831,000	87,831,000	90,000,000	87,831,000
Cooperative education	13,175,000	13,175,000	14,000,000	14,000,000
Facilities College-housing and academic-facilities loans	37,726,000	3,598,000	3,598,000	8,105,000
Interest-subsidy grants	20,396,000	19,412,000	19,412,000	19,412,000
International education	45,867,000	45,867,000	53,000,000	53,170,000
Law School Clinical Experience	5,855,000	0	8,000,000	8,000,000
Veterans' Education Outreach	2,733,000	0	2,700,000	2,733,000
BILINGUAL EDUCATION				
Bilingual vocational training	2,888,000	2,888,000	3,000,000	3,000,000
Training grants	36,066,000	36,066,000	36,000,000	36,000,000

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House	Fiscal 1992 Approved by Senate
LIBRARY RESOURCES				
Research libraries	$5,855,000	$0	$5,855,000	$5,855,000
Training and demonstration	325,000	0	325,000	325,000
College-library technology grants	3,904,000	0	3,904,000	6,404,000
AID TO DISADVANTAGED				
College-aid migrant programs	1,952,000	2,034,000	2,500,000	2,030,000
Legal Training for the Disadvantaged	2,928,000	0	3,000,000	3,045,000
Minority Institutions Science Improvement	5,855,000	6,101,000	6,000,000	6,000,000
Programs for disadvantaged students	333,800,000	395,075,000‡	385,249,000	405,249,000
EDUCATION RESEARCH AND STATISTICS				
Education research	64,714,000	74,296,000	71,000,000	71,500,000
Education statistics	44,313,000	51,974,000	50,000,000	44,313,000
EDUCATION FOR THE HANDICAPPED				
National Institute on Disability and Rehabilitation Research	58,924,000	0	58,924,000	61,000,000
Research and development	20,174,000	20,174,000	24,000,000	21,000,000
Personnel development	69,289,000	69,289,000	89,800,000	89,800,000
Rehabilitation training	33,353,000	0	33,353,000	36,688,000
Postsecondary programs	8,559,000	8,559,000	9,000,000	9,000,000
MISCELLANEOUS				
Adult education	238,828,000	250,727,000	280,000,000	260,510,000
Vocational education grants	856,503,000	890,656,000	1,077,000,000	905,000,000
Teacher training	214,849,000	245,066,000	249,423,000	253,389,000
Office for Civil Rights	48,405,000	56,000,000	56,000,000	51,691,000
Drug-abuse education, prevention for college students	19,100,000	19,500,000	19,500,000	19,500,000
Fund for the Improvement of Postsecondary Education	14,639,000	14,639,000	15,000,000	15,000,000
Student Literacy Corps	5,367,000	0	5,367,000	5,367,000
Women's educational equity	1,995,000	500,000	2,000,000	500,000
School, College, and University Partnerships	3,904,000	0*	4,000,000	4,000,000

Department of Health and Human Services

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House	Fiscal 1992 Approved by Senate
SCIENTIFIC RESEARCH				
National Institutes of Health Cancer Institute	$1,713,759,000	$1,810,230,000	$1,830,509,000	$1,825,583,000
Heart, Lung, and Blood Institute	1,126,942,000	1,209,924,000	1,202,398,000	1,190,396,000
Institute of Dental Research	148,918,000	160,939,000	161,235,000	158,266,000
Institute of Diabetes, Digestive, and Kidney Diseases	615,272,000	658,557,000	667,820,000	652,861,000
Institute of Neurological and Communicative Disorders and Stroke	541,743,000	583,355,000	583,355,000	583,386,000
Institute of Allergy and Infectious Diseases	907,276,000	976,711,000	972,830,000	965,952,000
Institute of General Medical Sciences	760,010,000	833,180,000	820,160,000	815,158,000
Institute of Child Health and Human Development	478,956,000	520,584,000	524,661,000	523,826,000
Eye Institute	253,241,000	272,260,000	272,260,000	267,229,000
Institute of Environmental Health Sciences	241,028,000	254,484,000	254,912,000	250,873,000
Institute on Aging	323,752,000	348,558,000	362,528,000	397,176,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	$193,247,000	$204,797,000	$204,977,000	$203,076,000
Research Resources	335,255,000	320,975,000	309,200,000	317,227,000
Center for Nursing Research	39,722,000	43,747,000	43,143,000	45,880,000
Institute of Deafness and Other Communication Disorders	134,935,000	146,321,000	144,495,000	151,608,000
Center for Human-Genome Research	87,418,000	110,487,000	93,115,000	109,309,000
International Center	17,519,000	19,922,000	19,922,000	19,922,000
Library of Medicine	91,408,000	100,554,000	99,565,000	100,549,000
Total, N.I.H.	8,276,739,000	8,774,886,000	8,824,886,000	8,774,886,000
HEALTH RESEARCH AND TRAINING				
Alcohol, Drug Abuse, and Mental Health Administration Mental health research and research training	482,442,000	519,455,000	520,019,000	520,850,000
Centers for Disease Control Occupational safety and health research and training	96,980,000	96,980,000	96,980,000	108,858,000

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass their purposes.
‡ President Bush requested funds for programs that he proposed to merge with these programs.

Senate Approves 3.6% Increase for Student Aid

Continued From Page A31

ease and $6-million for research on developing an AIDS vaccine.

In June, the House of Representatives approved increases of 2 per cent for student aid and 6.6 per cent for the NIH. The House bill did not bar prisoners from receiving Pell Grants. Members from the House and Senate must now meet in a conference committee to develop a compromise bill.

College lobbyists said last week that they were not surprised that the Senate had rejected the $3-billion amendment. The measure would have added $270-million to student-aid programs, a sum sufficient to increase the maximum Pell Grant by $100, to $2,500. The amendment would have added $570-million to the $8.7-billion that the Senate Appropriations Committee had approved for the NIH.

"The world as we knew it has changed in the past three weeks. It is time that our budget priorities started reflecting those changes."

Edward M. Elmendorf, vice-president for governmental relations for the American Association of State Colleges and Universities, said it was clear that Senators were not ready to cut the Pentagon budget while questions persisted about the future of the Soviet Union. He added, however, that education lobbyists would push for similar amendments in the next year. "That, as a longer-term focus, is where we ought to be headed," he said.

Mr. Elmendorf said he was disappointed that the successful Harkin-Wirth amendment had not included more money for Pell Grants, but he was pleased that it had added money for Supplemental Educational Opportunity Grants. Those funds, he said, would "help right the balance between grants and loans" in student aid.

'The World Has Changed'

A 1990 budget agreement between Congress and the Administration required that Mr. Harkin attract at least 60 votes to approve the transfer of $3-billion from the government's defense account to its domestic account. Mr. Harkin, who is expected to run for President in 1992, told his colleagues that the time was right to "start investing in the real challenges that confront us."

"The world as we knew it has changed in the past three weeks," Senator Harkin said. "It is time that our budget priorities started reflecting those changes."

His proposal was easily defeated as conservative lawmakers suggested that it was too early to cut defense spending, and Senators who crafted the 1990 budget deal campaigned against violating it.

"This particular amendment is a deal breaker," argued Sen. Pete V. Domenici, a New Mexico Republican. He said Congress should not break a five-year agreement with the White House simply because "one Senator comes here to the floor with a list of goodies that everybody likes."

The subsequent Harkin-Wirth amendment to add $300-million to the bill did not violate the budget deal. It passed easily by a vote of 79-21.

"Fewer and fewer kids toward the bottom end of the income scale are able to go on to a higher education," Senator Wirth said in appealing for support for the amendment. "We have an obligation to reach out and give these kids an opportunity."

$2,400 Pell Grant

Under the Senate bill, the maximum Pell Grant would remain at $2,400 for the 1992-93 academic year. The House legislation also holds the grant size even.

The large increase in the Senate bill for Supplemental Educational Opportunity Grants would bring that program to $632-million—$62-million more than the House has proposed and $112-million above the 1991 spending level.

The Senate bill would provide $618.4-million for the College Work-Study program—$23.4-million more than the House proposed and $23.7-million more than was provided in 1991.

State Student Incentive Grants, which provide matching scholarship money to states, would receive $76-million in the Senate bill. The House bill would provide $64-million for the program, which received $63.5-million in 1991.

Popular Trio Programs

The Trio programs, which provide tutoring and counseling for disadvantaged high-school and college students, have proved popular with lawmakers in the last two years and have attracted large increases. The extra $20-million in the Harkin-Wirth amendment brought the Senate figure to $405-million, which is $20-million more than the House proposed and $72-million over 1991.

The Senate bill would also enable the NIH to support 6,040 new grants in fiscal 1992, an increase of 255 over 1991. The House bill would support 6,000 new grants.

The Senate approved Senator Hatfield's amendments on AIDS and Alzheimer's research without any objection. Mr. Hatfield said the increase for medical research was important, but paled in comparison to what the United States spends on weapons.

"In 18 months, we spend more money in research for exotic weapons to improve the ability to destroy life than we have in 100 years of medical research," he said.

The Senate approved a second amendment from Senator Helms that would prohibit the Department of Health and Human Services from financing a survey of teen-agers' sexual behavior. Secretary Louis H. Sullivan acted in July to block a 1991 grant for the project.

Stephen Burd contributed to this article.

HER 'BROAD BACKGROUND' CITED

CUNY Ex-Official Picked for Higher-Education Post

By THOMAS J. DeLOUGHRY

WASHINGTON

President Bush last week nominated Carolynn Reid-Wallace to the government's top higher-education post. If her appointment is confirmed by the Senate, the former vice-chancellor for academic affairs for the City University of New York system will become Assistant Secretary of Education for postsecondary education.

As the head of postsecondary education, Ms. Reid-Wallace would be responsible for administering $12-billion in student-aid programs and $800-million in aid for graduate fellowships, historically black colleges, international education, and other programs. She would oversee a staff of more than 1,100.

CITY UNIVERSITY OF NEW YORK

Carolynn Reid-Wallace: Her nomination has been well received by college officials concerned about government inattention.

A Stint at the NEH

Ms. Reid-Wallace served as a CUNY vice-chancellor from 1987 until 1991 and worked before that as an assistant director of education for the National Endowment for the Humanities. She also has been a dean at Bowie State University and an administrator for the National Association for Equal Opportunity in Higher Education.

She has been a member of the National Council on the Humanities, which advises the NEH, since 1988.

Education Secretary Lamar Alexander announced the appointment at a Washington meeting of black-college presidents. He said her "broad background in a variety of areas" qualified her for the job.

Michael J. Farrell, a former New Hampshire businessman, has held the Assistant Secretary position on an interim basis since April. He will continue to serve as Deputy Assistant Secretary for student financial assistance and as Secretary Alexander's special assistant for student aid.

The previous Assistant Secretary, Leonard L. Haynes, III, was asked to resign in March shortly after Secretary Alexander took office.

Ms. Reid-Wallace's nomination was applauded by college officials who have complained that the lack of a full-time Assistant Secretary made higher education a forgotten subject at the Education Department. The lack of attention has been particularly troubling, the officials said, because Congress is involved in revamping student-aid programs as it reauthorizes the Higher Education Act.

Focus on Higher Education

"I hope this will enable the department to focus its attention on higher education before the reauthorization process is completely over," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education.

Ms. Reid-Wallace, who has been working at the department as a consultant for the past few weeks, declined to be interviewed until after she is confirmed. The confirmation process, which is not expected to include a hearing, could take several weeks.

Robert L. Albright, president of Johnson C. Smith University and chairman of the American Council on Education, said he believed Ms. Reid-Wallace's experience with black colleges and CUNY made her "well qualified for the assignment."

He suggested that she would be an important player in reauthorization as well as in other important policy discussions in the Education Department. Officials at black colleges, Mr. Albright said, were particularly interested in the department's review of the legality of minority scholarships, the controversy surrounding the Middle States Association of Colleges and Schools, and a Justice Department brief in a Mississippi college-desegregation case.

The nominee's experience with black colleges helps make her "well qualified for the assignment," says an education leader.

Black-college officials complained after the resignation of Mr. Haynes, who is black, that Mr. Alexander needed more black senior officials in the department.

Others familiar with Ms. Reid-Wallace praised her work ethic and record of achievement. Lynne V. Cheney, chairman of the NEH, said the humanities panel had been "enriched" by Ms. Reid-Wallace's "insistence on high standards, which has characterized everything she has done."

Richard Ekman, who worked in NEH's education division with Ms. Reid-Wallace, described her as "truly non-ideological." He added: "It's nice to think there's someone who can attract the White House's attention who hasn't done it by being out front ideologically, but has really made it in the world of education."

Joseph Murphy, a former chancellor of the City University of New York, said Ms. Reid-Wallace often worked 16-hour days at the university. "She's a good listener, she's patient, she makes sound judgments, and she performed admirably as a vice-chancellor for academic affairs at the City University," he said. "She's characterized by a degree of politeness and civility not normally found in New York."

'Good to Work With'

A union leader representing CUNY instructors also praised Ms. Reid-Wallace's contributions to the university system. "We found her good to work with, intelligent, capable," said Arnold Cantor, executive director of the Professional Staff Congress.

Ida Gillard Brandon, dean of the graduate school and continuing education at Bowie State, hailed Ms. Reid-Wallace as "a great educator."

Ms. Reid-Wallace has a bachelor's degree from Fisk University, a master's degree from Adelphi University, and a doctorate in English and American literature from George Washington University. ■

Study Predicts Dramatic Shifts in Enrollments

By JEAN EVANGELAUF
WASHINGTON

In most states the ranks of minority high-school graduates will expand and those of white graduates will shrink or remain stable over the next several years, according to a new study that details the demographic shifts in the school-age population.

The study, sponsored by the Western Interstate Commission for Higher Education and the College Board, is the first to provide state-by-state figures on the actual and projected number of public high-school graduates from 1986 through 1995 by racial and ethnic group.

"This study will be very useful in pointing out the dramatic changes coming along," Frederick H. Dietrich, a College Board official, said at a press conference here last week to release the report.

"We're going to have a larger population not graduating from high school and not sufficiently prepared to enter the work force."

Richard E. Peck, president of the University of New Mexico and a commissioner of the Western Interstate Commission, told reporters he hoped the new data would aid colleges in their efforts to recruit and serve the needs of increasingly diverse student populations. "We've got to plan locally to suit local conditions," he said.

Nationwide, the proportion of graduates who are minority-group members is expected to rise from 22 per cent in 1986 to 28 per cent in 1995, according to the report, which is called "The Road to College: Educational Progress by Race and Ethnicity."

Lowest Proportion in Maine

By state, the proportion of minority graduates by 1995 is estimated to range from a low of 2 per cent in Maine to a high of 98 per cent in the District of Columbia. In addition to the District, four states—California, Hawaii, Mississippi, and New Mexico—are expected to see minority-group members make up the majority of their 1995 graduating classes.

Over all, the fastest growth is expected among Asians and Pacific Islanders, the report said. From 1986 to 1995, the number of Asian graduates is projected to rise 58 per cent, to 98,089. Similar growth is expected for Hispanics, with the number of graduates jumping 52 per cent to 213,286. The number of American Indian and Alaskan Native graduates will increase 11 per cent, to 18,657.

Declines are expected in the ranks of black graduates and white, non-Hispanic graduates over the 10-year period covered by the study. The number of white graduates will fall 10 per cent, to 1,669,382, while the number of black graduates will dip nearly 3 per cent, to 308,117.

Mr. Dietrich of the College Board called on schools and colleges to revamp their programs in light of the changes. Historically, he said, American Indians, blacks, and Hispanics have not had equal educational opportunities.

Compilation of Dropout Rates

"They don't graduate at the same rates as white, non-Latino students and they don't enter colleges at the same rates," he said. "If we don't continue to take actions to improve programs, we're going to have a larger population not graduating from high school and not sufficiently prepared to enter the work force," he said.

The high-school dropout rates used in making the projections were compiled by the U.S. Department of Education and are as follows: American Indian, 27 per cent; Asian, 2 per cent; black, 11 per cent; Hispanic, 18 per cent; and white, 8 per cent.

Robin Etter Zúñiga, the author of the study, cautioned that the figures covered only one portion of the pool of prospective college students—new high-school graduates. Non-traditional and adult students tend to be more racially and ethnically diverse, she noted. Colleges that wish to attract non-traditional students will need to examine data on the demographics of the entire pool of prospective students to plan for future enrollments, Ms. Zúñiga said.

Expanded Offerings

Mantha Vlahos Mehallis, director of university planning and research at Florida Atlantic University, said she thought the new report would help her institution's recruiting efforts. She explained that four years ago the university had expanded its offerings to include lower-division courses and had begun to recruit students directly from high school.

"I think the figures would be of use to us because while we work closely with the local school districts, we attract students from all over the country, especially from the Southern states and New York and New Jersey," Ms. Mehallis said.

In addition to high-school graduates, the study includes state estimates by race for enrollments in public elementary and secondary schools. The projections of enrollments and graduates are based on birth records and historical data on elementary and secondary-school enrollments by grade. The study assumes that migration rates and high-school dropout rates will remain at current levels.

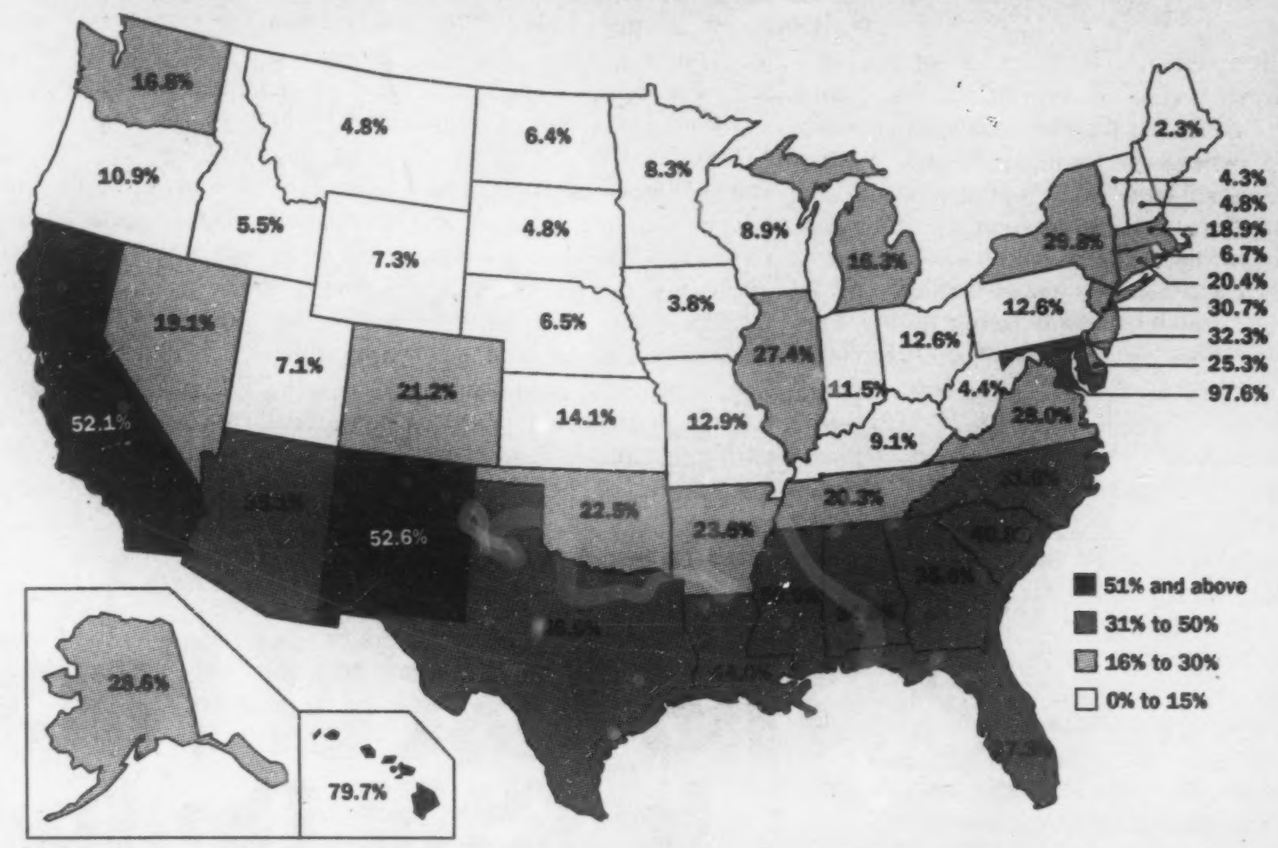
Because of insufficient data, the statistics are limited to public schools, which account for 89 per cent of all high-school graduates.

Copies of the 102-page study may be purchased for $20 plus a $3 handling charge from WICHE Publications, Drawer P, Boulder, Colo. 80301-9752.

Detailed projections by state and region for each racial and ethnic group are also available for purchase in print form or on computer diskette. ■

Minority Public High-School Graduates, 1995

Projections by state of proportions of graduates who are minority-group members



Projected number of high-school graduates by racial and ethnic group

	American Indian	Asian	Black	Hispanic	White	Total
Alabama	589	242	12,986	176	26,211	40,204
Alaska	1,017	261	287	121	4,214	5,900
Arizona	2,416	702	1,372	7,640	22,463	34,593
Arkansas	47	173	5,863	111	20,019	26,213
California	2,105	39,696	17,801	77,027	125,507	262,136
Colorado	244	836	1,484	4,151	24,915	31,630
Connecticut	28	635	2,691	1,851	20,357	25,562
Delaware	6	71	1,374	101	4,571	6,123
District of Columbia	0	37	2,571	212	70	2,890
Florida	112	2,237	18,324	13,806	58,038	92,517
Georgia	10	384	20,670	237	38,481	59,782
Hawaii	35	8,069	218	218	2,170	10,710
Idaho	119	144	25	448	12,535	13,271
Illinois	119	3,983	16,865	7,932	76,643	105,542
Indiana	87	451	5,026	1,040	50,659	57,263
Iowa	34	304	628	250	30,391	31,607
Kansas	232	452	1,905	1,172	22,912	26,673
Kentucky	11	305	2,962	70	33,402	36,750
Louisiana	136	435	14,828	371	20,076	35,846
Maine	39	78	80	79	11,662	11,938
Maryland	59	1,275	11,438	599	28,019	41,390
Massachusetts	58	2,191	3,313	3,333	38,068	46,963
Michigan	745	899	10,807	1,402	71,053	84,906
Minnesota	475	1,755	1,127	809	46,322	50,488
Mississippi	34	87	12,246	28	12,374	24,769
Missouri	38	336	5,601	255	42,158	48,388
Montana	296	66	31	59	9,062	9,514
Nebraska	80	188	540	323	16,257	17,388
Nevada	161	438	852	636	8,852	10,939
New Hampshire	5	157	80	241	9,642	10,125
New Jersey	70	4,152	9,370	6,451	45,293	65,336
New Mexico	1,423	266	346	6,435	7,645	16,115
New York	420	8,201	19,948	12,217	96,004	136,790
North Carolina	840	733	17,119	572	41,644	60,908
North Dakota	342	43	26	79	7,213	7,703
Ohio	48	599	12,083	830	94,277	107,837
Oklahoma	3,066	393	2,902	698	24,272	31,331
Oregon	438	888	547	1,112	24,356	27,341
Pennsylvania	63	2,037	9,312	1,562	89,855	102,829
Rhode Island	15	106	253	122	6,867	7,363
South Carolina	46	342	12,967	279	19,746	33,380
South Dakota	321	26	14	28	7,782	8,171
Tennessee	13	523	8,218	145	35,023	43,922
Texas	299	4,683	23,846	52,210	92,736	173,774
Utah	346	724	131	807	26,395	28,403
Vermont	34	126	70	50	6,212	6,492
Virginia	65	2,954	12,342	1,225	42,608	59,194
Washington	909	3,307	1,585	2,410	40,800	49,011
West Virginia	22	98	686	125	20,182	21,113
Wisconsin	478	978	2,323	943	48,188	52,910
Wyoming	62	23	34	288	5,181	5,588
Total	**18,657**	**98,089**	**308,117**	**213,286**	**1,669,382**	**2,307,531**

SOURCE: WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

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A freshman at Virginia Tech: A42

"We want to bring physics teaching into the late 20th century."
A professor of physics at U. of Maryland: A19

"A few years ago we were reserving rooms in the Howard Johnson. Now we have several thousand fewer freshmen, and it's had a dramatic effect on our occupancy rates."
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FUTURE FINANCING AT STAKE

Legal and Philosophical Positions of Public Black Colleges at a Watershed as High Court Takes Up Desegregation Case

By SCOTT JASCHIK
JACKSON, MISS.

The nation's public black colleges are at a legal and philosophical watershed.

The Supreme Court, in its term that begins next month, will consider a higher-education desegregation case for the first time. The outcome could provide black colleges with the strongest support ever for obtaining more state funds. But if the decision goes the other way, it could give state legislators the green light to scale back support for public black colleges, or even to shut them down.

Amid the legal maneuvering, another change has been taking place. Supporters of black colleges, who have long suspected that their institutions would bear the brunt of the costs of integration, are openly opposing the idea that courts should seek to have black and white students educated together. Instead, they want a focus primarily on strengthening black colleges.

Widespread Controversy

That stance—which runs directly counter to the position taken by the Justice Department in the Mississippi desegregation case—is causing controversy throughout the country. Black leaders say their views are being misconstrued, and that white liberals and conservatives have lost sight of the importance of educating more black students.

White politicians and educators, meanwhile, say they are increasingly frustrated with the supporters of black colleges, but don't want to speak out for fear of being called racists. In addition, they say that the tight budgets that have become the norm in public higher education make it wasteful to maintain duplicative academic programs at white and black colleges.

Adding to the turmoil is a series of local flaps over the future of various public black colleges. Jackson State

Continued on Page A32

Budget Cuts Force Many States to Curb Extension Programs

By MARY CRYSTAL CAGE

State budget problems are forcing Cooperative Extension Services in many states to scale back their activities.

Almost all programs are being cut, but home-economics services are facing particularly severe budget reductions. In addition, many states are abandoning the tradition of having extension agents in every county and instead are creating clusters or centers that will provide services to several counties.

Extension-service officials hope the reorganizations now under way will enable them to serve more people with smaller staffs. But they also concede it will mean that there will be fewer child-development specialists to train child-care workers and that agricultural specialists will be more reliant on telecommunications to reach all the farms in their much larger service areas.

Serving Rural Communities

The Cooperative Extension Service was established as a nationwide program in 1914 to serve the nation's farm and rural communities. The service, with federal and state funds, supports research at land-grant universities and a system of extension agents to help citizens put the research to use. In recent years, as more and more people moved to cities, the service has broadened its mission to include urban issues.

According to the U.S. Department of Agriculture, at least 15 states have reduced their support for cooperative extension programs this year, and the list is growing.

Dick Rankin, deputy administrator for management at the extension service,

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Virginia Tech sophomores Brian Nutter (foreground) and Andrew Johnson equipped their dorm room with a VCR, a CD player, a hotpot, a popcorn popper, and more.

As Students Cram Rooms With Electronic Gadgetry, Colleges Scramble to Meet the Demand for Power

By MICHELE N-K COLLISON
BLACKSBURG, VA.

Dormitory rooms have gone high tech.

Long gone are the days when the rooms looked like austere caves with metal beds and desks. Students are now outfitting their quarters with state-of-the-art stereo speakers and wall-to-wall carpeting, in a race to see how much electronic gadgetry and furniture they can cram into the average 11-foot by 13-foot dorm room.

Colleges, meanwhile, are scrambling to keep up with the increased demand for electrical power by rewiring their dormitories to provide more outlets and access to computers.

Although the recession and increasing tuition are expected to make this a tight year for students, that hasn't stopped many undergraduates from bringing luxury items to their campuses. A recent tour of several rooms at Virginia Polytechnic Institute and State University here revealed

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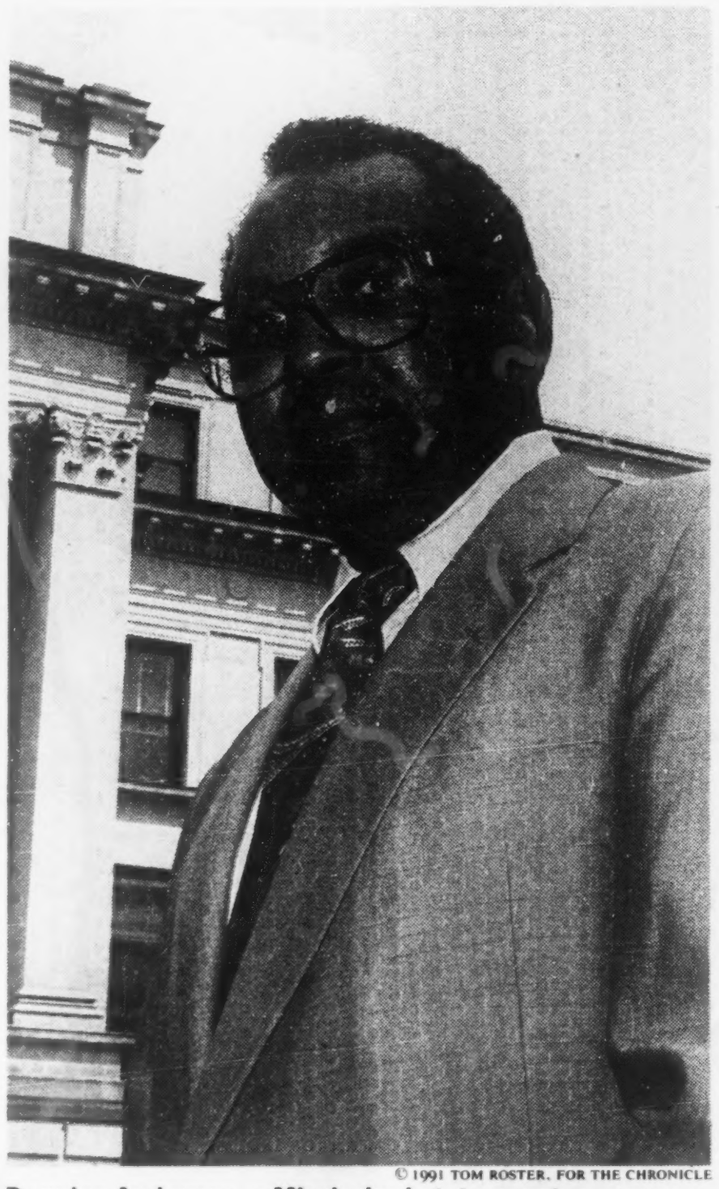

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MARGINALIA

Memo from the football coach to professors at Adrian College:

"I am very interested in the academic success of our team members. One vitally important component of that success is class attendance. The football coaching staff will always stress the importance of our players' education.

"If for any reason, one of our team members is missing an inordinate number of classes, or is performing below class standards *please* call me at 4212. Attached are the members of the football team.

"If you have difficulty reaching me by phone please use the form below."

We can't even *get* to the phone with all those football players in the way.

■

Scholars at Berkeley think Mark Twain has been erroneously credited with the statement "The coldest winter I ever spent was a summer in San Francisco" (*The Chronicle*, September 4).

"Mark Twain once wrote, 'The coldest winter I ever felt was the summer I spent in San Francisco' " (*The New York Times* weather column, same date).

"Without quibbling about 'felt' versus 'spent,' " writes Ronald Bentley, of the University of Pittsburgh, "it does *sound* like something Twain might have said.

"He might also have noted, 'You pays your money and takes your choice.' *The Concise Oxford Dictionary of Quotations*, however, attributes the latter to Anon—'from a peepshow rhyme'—and *The Penguin Dictionary of Quotations* to the magazine *Punch* (Vol. X, 1846). Perhaps wisely, *Bartlett's Familiar Quotations* (1951 edition) ignores both quotations."

■

Note in the *North Jersey Herald & News:*

"The New Jersey School of Conversation at Montclair College has announced that it is accepting registrations for a fall workshop beginning Friday, Sept. 6."

At which, presumably, there will be lots of good talk.

■

Memorandum to members of the philosophy faculty at the University of Michigan at Ann Arbor:

"This year's Tanner Lecturer will be Christopher Hill, the seventeenth-century British historian, who will be speaking on the rhetorical use of the Bible in seventeenth-century Britain."

"First Jimmy Connors and now this!" a reader writes us. —C.G.

In Brief

Workers repair historic clock at Yale University's Harkness Hall

REGGIE JACKSON

NEW HAVEN, CONN.—After standing still for more than a quarter of a century, a historically valuable clock in a tower of Yale University's William L. Harkness Hall is telling time again. The clock was restored as part of a major renovation of the hall, which houses classrooms for Yale's humanities and social-science departments. ■

Chancellor rejects sexual-orientation clause

NASHVILLE—The chancellor of Vanderbilt University has rejected a faculty-senate recommendation that sexual orientation be a protected category in the university's non-discrimination policy.

In turning down the recommendation, the chancellor, Joe B. Wyatt (*below*), told members of the faculty senate that the term "sexual orientation" was subject to a variety of interpretations. He said the university's current policy, which covers race, sex, religion, color, national and ethnic origin, age, handicap, and military service, conformed to federal legal requirements that apply to the university.

Jeff Carr, the university's general counsel, said everyone at the university was covered under the existing policy, regardless of their orientation.

Proponents of the measure argued that an extension of the discrimination policy was needed, and that many of Vanderbilt's peer institutions had adopted such language. ■

Student brandishes gun on U. of Texas campus

AUSTIN, TEX.—A University of Texas student was charged last week with attempted capital murder after pulling a revolver in the outer office of the university's president, William H. Cunningham. The student, John H. Oliver, brandished the gun after being told the president was not available.

A campus security guard who happened to be present wrestled with the student and a shot was fired into the ceiling, police said. No one was injured.

The 24-year-old student had been struggling academically and had withdrawn from the university the day before the incident, campus officials said. A security guard has been posted temporarily in Mr. Cunningham's office while the incident is reviewed. ■

Police use tear gas at U. of Michigan

ANN ARBOR, MICH.—Police used tear gas (*below*) to break up a bottle and rock-throwing crowd of 2,000 football fans that got out of hand in the early hours before the University of Michigan–Notre Dame game. Meanwhile, one student was shot and three police officers injured in a night of violence at Eastern Michigan University. Eight people, including three football players, were arrested in the fracas, which began at a fraternity party at the university's field house. ■

JOSHUA KULP

Fraternity is shut down after scuffle

HOUSTON—A fraternity house at the University of Houston has been temporarily shut down after the group's president, during a scuffle with a female visitor and her boyfriend at a fraternity party, reportedly bit off the tip of the woman's little finger.

Over the past year, neighbors have complained about loud noise and other problems at the Sigma Alpha Epsilon house, said Eric W. Miller, a spokesman for the university.

The alumni corporation that owns the house, located two miles from the campus, decided to close it temporarily as part of a "cooling off" process, said Greg Robertson, alumni chapter adviser. Only 5 of the fraternity's 60 members live in the house.

The university is investigating the incident, Mr. Miller said. ■

Woman leaps from dormitory window

NEW YORK—A 30-year-old Polish woman, who was to participate in a year-long accounting program at Mercy College, committed suicide the day after she arrived in New York. City police said the woman, Malgorzata Szarpak, jumped 35 feet from her dormitory window. Officials said she had a history of mental illness. ■

VANDERBILT UNIVERSITY

MARILYNN K. YEE, THE NEW YORK TIMES

City U. to appeal ruling on philosophy professor

NEW YORK—The City University of New York has decided to appeal a federal court ruling in which one of its campuses was found to have violated a professor's rights by punishing him for his controversial views on blacks.

Michael Levin, a philosophy professor, sued City College after it formed a panel to examine his views.

Last week a militant Jewish group held a march (*above*) past the New Jersey home of another City College professor, Leonard Jeffries, Jr., who made remarks that have been condemned as anti-Semitic. City College is reviewing whether Mr. Jeffries should keep his post as chairman of the black-studies department. ■

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Enrollment Drop Forces Colleges to Close Dorms

Continued From Preceding Page
to build an apartment complex to lure upperclassmen back to the campus. The apartments have suites that can hold up to six students. Each unit has a kitchen, a bathroom, telephones in each room, and cable television.

"Students today want an environment that is similar to home," Mr. Anchors says. "They want maximum private space and up-to-date facilities. If we don't keep up with trends, we will lose students."

Housing for Homeless People

A dormitory at the University of Hartford was closed for renovation following a dip in the number of new freshmen and transfer students this fall. The institution enrolled about 1,300 such students, down about 20 per cent from last year, says Ed Matesky, director of news services.

The University of Massachusetts at Amherst closed a residence hall with 560 beds. In the boom years of the 1980's, the university's residence halls were almost fully occupied. The university plans to renovate all of its dormitories, one at a time, and expects to have all of them opened by 1995, when freshman enrollment is expected to rise.

Oregon State University closed two of its halls and half of another. Whitworth College closed two on-campus houses last year and allowed homeless people to live in one of them. Each house has beds for 18 people. Enrollment declined 10 per cent from 1986 through 1990. This year, college officials are not sure whether they will again open a unit to the homeless.

Housing departments at many institutions are considered auxiliary operations and must depend on rent for their operating revenue. If too many rooms are vacant, a university must cut staff members and close halls to balance the budget.

Housing directors are trying to make their residence halls more attractive, so they can keep their rooms full. They say many students are used to having their own rooms with private telephones and cable television, and do not want to live with a roommate, share a bathroom, or eat in the cafeteria.

Discounts on Single Rooms

Oklahoma State University is offering discounts on single rooms for upperclassmen, putting microwaves in dormitory lounges, and adding more flexible meal plans.

"We're throwing everything at them," says Eddie L. Denman, assistant director of business and administrative services for residential life at Oklahoma State.

Mr. Denman says the university has seen the proportion of undergraduates returning to residence halls after their freshman and sophomore years rise from 26 per cent in 1988 to 35 per cent this fall.

While the majority of campuses may be losing students who want to live in dormitories, a few institutions are seeing more interest from students who want on-campus rooms. Among those building dorms are institutions that do not have residence halls because they traditionally have enrolled commuter students. Those institutions say more of their students now want to live on the campus.

Because the federal money used by colleges and universities in the 60's and 70's to build dormitories has dried up, and tight state budgets make it virtually impossible to build new halls, some institutions are turning to private developers.

Turning to Developers

"Just as we've turned to private companies for food service, I see us turning in the future to private developers for residence halls," says Karen M. Whitney, assistant vice-president for student life at the University of Texas at San Antonio.

In the 1980's, students on the San Antonio campus told university officials they wanted on-campus housing. The university worked with Bach Management of Austin, which built a residence hall for 500 students. The university hires resident assistants to live in the building, while the company sets and collects rent. The university will lease the land to the company for 30 years; after the lease expires, the company will give the dormitory to the university. Private developers are also building residence halls on their own. James Cargill, a member of the board of trustees of Cargill Inc., says he saw a need two years ago for housing near the University of Minnesota's Twin Cities campus and built Dinniken House, a five-story residence hall.

The apartments are furnished with dishwashers and microwaves, and residents share a fitness center. Douglas A. Hallatt, professor of education at the University of Wisconsin at Eau Claire and former director of residence life there, served as a consultant to the Dinniken House project. "University housing is deteriorating," Mr. Hallatt says. "Universities will have to knock down their dorms or renovate them, and most universities don't have money to do that. Their priorities are elsewhere. I think the competition from private companies can only enhance on-campus housing."

Susan Dodge contributed to this article.

Average Score on the ACT Held Steady in 1990-91

By ROBIN WILSON

The average score of students taking the American College Testing Program's ACT Assessment held steady in 1990-91 at 20.6, although the scores of students from some minority groups increased slightly.

While the average score on the ACT has remained virtually unchanged over the last five years, average scores on the other major college admission exam—the Scholastic Aptitude Test—have been dropping. The average score on the verbal section of the SAT fell to an all-time low during the last academic year, and the mathematics score declined for the first time in more than 10 years.

Designs Differ

Fred Moreno, a spokesman for the College Board, which administers the SAT, said educators should not "read too much into the difference" in scores on the two exams. He noted that the tests are designed differently: The ACT has four parts and measures students' skills in English, mathematics, scientific reasoning, and reading, while the SAT tests students' verbal skills and mathematical skills. In addition, the exams are scored differently. Students can score a maximum of 36 points on the ACT, compared with 1,600 points on the SAT.

The ACT, which was administered to 796,983 students last year, is the most common college-admissions exam for students in 28 states. The test was revised in 1989, so officials at ACT said they had to perform calculations that would allow them to compare scores over the last five years.

The number of students from minority groups who have taken the exam has increased significantly since 1987. The number of black students has risen by 18 per cent; American Indian students are up by 27 per cent; and the number of Asian students has increased by 50 per cent.

Average ACT Scores

	1991	1-year change
Men	20.9	−0.1
Women	20.4	+0.1
American Indian	18.2	+0.2
Asian	21.6	−0.1
Black	17.0	0.0
Mexican-American	18.4	+0.1
Other Hispanic	19.3	0.0
White	21.3	+0.1
All	20.6	0.0

Note: The test is scored on a scale of 1 to 36.
SOURCE: AMERICAN COLLEGE TESTING

The average scores of minority students have increased. Black students averaged 17 points in 1991, up from 16.5 in 1987; American Indians scored 18.2 in 1991, up from 17.5 points in 1987; and Mexican-Americans scored an average of 18.4 in 1991, up from 18.1 in 1987.

The average score of white students dropped by one-tenth of a point in 1991, to 21.3.

'Sequence of Courses'

Officials at the American College Testing Program said students who take at least four years of English, three years of mathematics, three years of social studies, and three years of natural-science courses tend to do better than those who take fewer of those courses. Students who had taken the recommended number of courses scored an average of 22.1 points in 1990-91, compared with 19.1 points for those who had taken fewer courses.

"That should be a signal to the early high-school students that there is still time to map out a sequence of courses and academic challenges," said Frank Burtnett, executive director of the National Association of College Admission Counselors. ■

As Students Cram Rooms With Electronic Gadgetry, Colleges Scramble to Meet the Demand for Power

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that no self-respecting student comes to college today without a microwave oven, color television, VCR, computer and printer, CD player, and refrigerator. Some students who are musically inclined bring along their bass guitars or electric pianos.

Some rooms have so many remote-control devices that each must be color coded to identify the appliance it operates. Cable television is also essential for a steady diet of MTV and ESPN. And Nintendo sharpens the skills of video addicts.

'Better Than Home'

No longer seen as a place only to study and sleep, today's dorm room must do triple duty as a living room, bedroom, and study space. The rooms must offer the comforts of home, but "must be better than home," says Dave Bartlett, a junior at Virginia Tech, who lives in a triple that he and his roommates have dubbed the Tower of Power. "It must be a party place."

The room that two sophomores, Brian Nutter and Andrew Johnson, share in Thompson Hall is an electronic marvel. Mr. Nutter, with the help of his father, built a wood-frame loft that includes shelves for books, electrical outlets for computers and printers, and a special nook for a fan that keeps the two undergraduates cool on humid nights. The loft also houses a VCR, a color television, a stereo receiver, a CD player, a popcorn popper, a microwave, a hotpot, and speakers with 15-inch woofers. Fittingly, a model of the Star Wars robot, R2-D2, sits atop a bookshelf, watching over the room. "We've got to spend a lot of time here, so we've got to make it comfortable and private," Mr. Johnson says.

To fit all of their high-tech toys into dorm rooms, students put their beds in the air. They design or buy wooden lofts—frames that hold a mattress.

Lofts allowed two other sophomores, Don Campbell and Dave Steiner, to build a "second floor" in their double room. By climbing up to their lofts, they can listen to music from seven speakers. "This is my home away from home," Mr. Campbell says. "This is about as good as it gets."

"One day we turned on everything we could to see if we would blow a fuse. We didn't blow anything, but the lights dimmed a little."

Sometimes all of the electronic gadgets students bring to college can get in the way. Travis Gerlach had to type his freshman composition paper in a lounge because all the sockets in his room were in use—for stereo equipment, three fans, a full-size microwave oven, and an amplifier for his bass guitar. "Without music there is no life," says Mr. Gerlach, a freshman.

Virginia Tech officials say all the extra electrical hardware that students bring to the university has created a drain on the institution's power supply. This summer the university rewired electrical systems in four residence halls to give each room five additional outlets. The university plans to rewire its remaining six dormitories next summer. "Students quickly learn what they need to unplug in order to plug in something," says Pamela Winfrey, director of housing operations at Virginia Tech. "They can't use the hair dryer when the VCR and the computer are on and the stereo is blasting."

Students acknowledge that they test the capacity of the electrical system. "Everything in here sucks serious juice," says David Wilson, a freshman. "One day we turned on everything we could to see if we would blow a fuse. We didn't blow anything, but the lights dimmed a little." Mr. Wilson and his roommate have installed alarms on the room's door and window to protect their appliances from theft.

Housing officials say there are drawbacks to allowing students to have so many conveniences in their rooms. "It's a terrific challenge to get them out of their rooms" to socialize with other students or attend lectures, says Gerry Kowalski, director of residential education at Virginia Tech. "Students are more self-sufficient."

Ban on Air Conditioners

Virginia Tech doesn't allow students to bring all of the comforts of home. Edward F. D. Spencer, director of residential programs at Virginia Tech, says he has had to ban air conditioners and ceiling fans. He had to tell one student she could not bring her canopy bed. But even he was shocked by one request this summer.

"I got a call from a mother who wanted to know if her daughter could bring a washer and dryer to put in her room," says Mr. Spencer. "I told her we had laundry facilities in each hall and, besides, her roommate might not appreciate walking in to find a washer and dryer in the room." ■

Athletics

Sidelines

At the University of North Texas last spring, two coaches did their best to try to clean up a corrupt football program.

Don't bother calling the NCAA: All of the action took place during the filming of a movie, *Necessary Roughness*, a "college-football comedy" that will have its world première on the campus next week.

The movie, starring Hector Elizondo, Robert Loggia, Scott Bakula, and Sinbad, is about coaches who take over a football program that is starting from scratch because all of the previous coaches and players have been forced to quit.

Necessary Roughness also marks the acting debut of the North Texas coach, Dennis Parker, who plays a prison guard. In addition, several hundred of the university's students appear as extras in the movie, and about two dozen worked as production assistants and interns during filming.

To put it gently, no one at North Texas expects *Necessary Roughness* to be much of a contender come Academy Awards time.

But the proceeds from the production fee paid to the university and from the events related to the première helped create a Paramount Pictures Endowed Scholarship Fund, which will benefit the athletics department and several other university programs.

"Nobody ever tried to fool us into thinking this was going to be great art," said Susan Wilson, director of public affairs at North Texas. "But it has a lot of benefits for us and for the local community, and it's just been a lot of fun."

■

A new professional-football league plans to finance the education of any athlete who leaves college to play in it.

The league, known as the Professional Spring Football League, is scheduled to begin play in 10 American cities in February.

Players will earn an average salary of $45,000 a year for the 18-game schedule. While the teams will be owned by individuals in each city, the league will operate as one corporation so the central office can control the teams' budgets.

Rex Lardner, the league's chief executive officer and commissioner, said it had not yet decided whether it would draft underclassmen, although he said it "would try not to deny anyone the chance of playing in the league."

Mr. Lardner said the league would study the legal and practical issues of allowing underclassmen to play. Under pressure, the National Football League grudgingly agreed last year to let juniors enter its draft, but the NFL's spinoff league, the World League of American Football, does not draft underclassmen.

If a player completes his eligibility but leaves college before graduating to play on one of the Professional Spring League's teams, the league will set aside money for the rest of the athlete's education.

CONTRACT WITH CBS

NCAA Pays Out $31-Million in Television Revenues; Black Colleges Say They're Not Getting a Fair Share

Black Colleges

WASHINGTON

Black colleges are not getting their fair share of National Collegiate Athletic Association television revenues, a House panel was told this month.

"Shoulder pads cost the same thing for our institutions as they do for the big programs," Kenneth A. Free, commissioner of the Mid-Eastern Athletic Conference, said at the third in a series of college-sports hearings before the House Subcommittee on Commerce, Commercial Protection, and Competitiveness. "But we're just not getting the funds."

Clarence (Bighouse) Gaines, men's basketball coach at Winston-Salem State University, agreed: "My colleagues and I are getting little more than the shells and crumbs" left behind by the bigger universities.

While bemoaning the lack of money, however, Mr. Gaines and several of the other witnesses said they recognized the financial realities of the times. Mr. Gaines said he "cannot blame the big programs" for not wanting to spread the wealth.

Where the Money Went

Basketball fund	$31,250,000
Broad-based program fund	31,250,000
Championship expenses	24,670,000
Academic enhancement	7,400,000
League grants and royalties	4,930,000
Catastrophic-injury insurance	3,500,000
Needy athletes	3,000,000
Postgraduate scholarships	1,350,000
Division II enhancement	1,000,000
Total	**$108,350,000**

SOURCE: NCAA

Anthony Pace, executive director of the Renaissance Foundation, a group dedicated to promoting historically black colleges, said the institutions' problems were the same as those confronted by all small-col-

Continued on Following Page

OTIS HAIRSTON

Kenneth A. Free of the Mid-Eastern Athletic Conference: "Shoulder pads cost the same thing for our institutions as they do for the big programs."

WINSTON-SALEM STATE UNIVERSITY

Clarence (Bighouse) Gaines of Winston-Salem State University: "My colleagues and I are getting little more than the shells and crumbs."

NCAA Revenues

By DOUGLAS LEDERMAN

The National Collegiate Athletic Association sent over $31-million in checks to its Division I members last month, closing the books on the first year's profits of $108.35-million from the association's $1-billion television contract with CBS.

The payments, designed to reward institutions with broad-based sports programs, were allotted to colleges according to the number of sports they sponsored and the number of athletic scholarships they awarded in 1989-90.

In April, the association sent another $31-million to Division I conferences and independent colleges. The NCAA doled out that portion of the money based on the performance of the leagues' members in the Division I men's basketball tournament in the years 1985-90.

The NCAA used the other $45-million or so for a variety of programs, including the transportation and per-diem costs for participants in championships, catastrophic-injury insurance for athletes in all three divisions, and a $3-million fund for needy Division I athletes. The money for needy athletes was divided among the conferences based on the need of their athletes, and each Division I college received $25,000 more to enhance its academic programs for athletes.

Less Emphasis on Winning

The new system for dividing television revenues was designed to place less emphasis on winning. In the past, most of the money went directly to the Division I colleges that had participated in the basketball tournament, and colleges received more money for every round they advanced.

Almost every conference and college does better under the new system than under the old, and virtually everyone agrees that the new formulas achieve the stated purpose of breaking the direct links between winning and financial gain.

But the final figures on payments to colleges also suggest that the association is still a long way from the more equitable distribution that some college officials have called for. The "haves"—the leagues and institutions that traditionally have received the most money—easily outgained the "have nots."

The roughly 65 universities in the handful of most-powerful leagues—the Atlantic Coast, Big East, Big Eight, Big Ten, Pacific-10, Southeastern, and Southwest—took home more than half of the $62.5-million divided among Division I colleges from the broad-based and basketball pools. The rest, meanwhile, was split among the remaining 230 Division I members.

The University of Wisconsin at Madison received more than any other institution from the broad-based pool, earning $409,811 for its 275-plus scholarships and 25 sports. However, Madison is unlikely to cling to that top spot in next year's distribution, since it decided in March to eliminate five sports, leaving it with 20. ■

Illinois Becomes 4th State to Require Due Process in NCAA Investigations of Athletics Programs

Illinois Gov. Jim Edgar has signed a bill that requires the National Collegiate Athletic Association to meet due-process requirements when it investigates college sports programs in the state.

Illinois is the fourth state to adopt such a law. Similar measures have been adopted in Nebraska, Nevada, and Florida. The Illinois law requires speedy hearings, bars the use of illegally obtained evidence, and allows accused people to cross-examine the witnesses.

NCAA officials said they were disappointed by the measure, saying the association's enforcement process offers as many due-process protections as any other administrative procedure.

Illinois has been one of the hotbeds of opposition to the NCAA's investigative process since November, when the association's infractions committee placed the University of Illinois at Urbana-Champaign on two years' probation for rules violations in its men's basketball program.

Many of the university's boosters and some local lawmakers complained that the association had treated the institution and some of its employees and students unfairly.

Although they have criticized the NCAA, officials of the university said they objected to the new law.

"We still believe the issue of how the NCAA enforces its rules and regulations is best settled within the NCAA itself," said Stanley O. Ikenberry, Illinois's president.

A special panel, led by Brigham Young University's president, Rex E. Lee, is now reviewing the association's enforcement process. —DOUGLAS LEDERMAN